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Political Activity of Scientists and Implications for Educators

BROTHER I. LEO, F.S.C.

Dean of Christian Brothers College, Memphis, Tennessee

MOST of the present political activity of scientists is concerned with the control of atomic energy. Immediately after the cessation of war hostilities, the various associations of atomic scientists clamored for action on this problem.

The first encouragement the scientists received was President Truman's message to Congress on October 3, 1945, in which he urged the immediate establishment of a commission that would be empowered to control all sources of atomic energy, to authorize research in this field, to manage all land and mineral deposits connected therewith, and to control the export and import of related minerals and devices. Action on the President's recommendation involved more controversies, perhaps, in Congress and out of Congress, than any other legislation of the past year. Much of the discussion was promoted by the Federation of American Scientists and the National Committee on Atomic Information. The subsequent bill, the 1946 Atomic Energy Act, was finally passed by both houses of Congress on July 19, 1946. Not until October 28, 1946, did the President announce, after much cogitation and perhaps many refusals, the members of the U. S. Atomic Energy Commission. Only one member of the five-man Commission is a scientist, Robert F. Bacher, professor of physics at Cornell University. Just as the scientists had advocated, the Commission is entirely civilian, discoveries on fundamental research may be published, and provision is made for coordination with recommendations from the United Nations.

What has been done towards the international control of atomic energy? The initial action was the Truman-Attlee-King statement that was issued on November 15, 1945. The recommendation that an international atomic energy commission be established was reinforced by the support of the foreign ministers of the United States, Great Britain, and the U.S.S.R. during their December, 1945, meeting in Moscow. An international commission was authorized during the January, 1946, deliberations of the United Nations in

London. The appointment of President Conant of Harvard University, a chemist, as adviser to Secretary of State Byrnes at both the December and January meetings is evidence of the demand today for scientists in government activities. Elder Statesman Bernard Baruch is President Truman's appointee to the international commission.

TECHNIQUES OF THE SCIENTISTS

What techniques have the scientists been using to achieve their political objectives?

They have organized. In September, 1945, only regional organizations of atomic scientists existed. In December, the Federation of Atomic Scientists was announced. In January, 1946, the Federation of American Scientists, broader in scope and purpose than its predecessors, was organized. Its constitution pledges the members not only to support the movement for the international control of atomic energy, but also to study the scientific developments that may affect world peace and to safeguard the free spirit of scientific research. The headquarters in Washington houses the National Committee on Atomic Information as well as the F.A.S. One can hardly be wrong when he states that the office is a lobby headquarters for another pressure group in our Capitol.

The press has found the scientists and their work to be excellent copy. Of thirty consecutive issues of *The Minneapolis Tribune*, beginning with December 8, 1945, the fourth anniversary of Pearl Harbor, only three did not have at least one story related to atomic energy. The man, the woman, the event of the year, 1945, were all chosen because of their relation to atomic energy. The slick, the picture, the quality, the news, the review magazines—all, today, feature articles about and by scientists.

That scientists constitute a highly articulate and significantly large group is evidenced by the 36,000 letters that were received at Capitol Hill following the announcement of the proposed Vandenberg Amendment to the McMahon Bill. That the amendment was finally rejected after McMahon's committee itself had voted, 10 to 1, in favor of it, indicates that the pressure by the scientists is not only articulate but also effective.

The Washington office of the N.C.A.I. not only encourages educational institutions to sponsor symposia on atomic energy on campus and off, but it will also supply speakers and free copies of

One World—or None, "with your order for the one-dollar Discussion Kit."

As happens to all pressure groups, the scientists, willy-nilly, have a youth following. The Oak Ridge High School, born with the atomic bomb, has its Yac-Acs, members of the Youth Council on the Atomic Crisis. *The Philadelphia Record* brought seven of the Yac-Acs to the Quaker City, where the juniors spoke during the spring of 1946 to an estimated 21,000 school children about their international problem.

Scientists are not restricting their organizing to the United States. Dr. John Simpson was sent to London by the F.A.S. to initiate similar activity there. With the Association of Science Workers available, he should have a nucleus with which to begin. The energy of this nucleus may not compare with that of the atom, but its possibilities are apparent from its claim to have put the "S" in UNESCO. Originally, the group was to be called the Educational and Cultural Organization of the United Nations.

OTHER POLITICAL PROBLEMS

Because of the magnitude and activity of their organization, the political efforts of scientists will not be restricted to the control of atomic energy. Some other enterprises for their probable support are the implementation of the Vannevar Bush report (*Science, the Endless Frontier*); a High School Science Education Act; the discharge of science men from the military forces; the deferment of science students from Selective Service or compulsory military training; and the guaranteeing of places for scientists on the nation's top war councils.

The bill for implementing the Bush report will probably be known as the National Science Foundation. Such a bill, S. 1850, was passed by the Senate on July 3, 1946. However, it died in the House Interstate Commerce Committee when the 79th Congress adjourned. The purpose of the bill was to subsidize scientific research and scholarships. Even though the National Science Foundation did not materialize, the proposed objectives are being realized through research grants by both the U. S. Army and Navy. Moreover, both branches of the military service are aiding the scholarship problem by training military men as directors of scientific research and industrial production. The President himself contributed to the provisional substitutes for the Foundation

by his appointment in October, 1945, of a twelve-man Presidential Research Board.

The High School Science Education Act, S. 1316, presented by Senator Thomas of Utah, also died with the expiration of the 72nd Congress. This bill, introduced in July, 1945, had aimed to finance science teaching in the high schools in the same manner that the federal government has supported vocational agriculture and home economics education during the past years.

Scientists are still lobbying to return trained men in military uniforms back to their laboratories and to defer from the draft potential scientists who are now students. They are advocating also that 1,200,000 of our youths be selected to study science as deferred men from Selective Service or universal military training, in case either measure is adopted.

Some scientists have very definite ideas about our policies for security and welfare. Dr. J. H. Hildebrand, who was a scientific adviser in both World Wars, is definitely opposed to our depending exclusively on the military for our security.¹ He maintains that provision should be made now for qualified civilian experts to advise our ranking military men, who, for the most part, come from our academies at West Point and Annapolis. The last two wars have demonstrated that not only are scientifically trained men vital to the execution of war but also that the ranking military officers are not sufficiently qualified in science and technology to execute or to administer the production phase of war.

IMPLICATIONS FOR EDUCATORS

This wave of political activity, perhaps at a crest now, is a challenge to all educators, but particularly to science teachers. No longer may they ignore the demanding questions of youth on science and politics. People and their spokesmen are asking: Are scientists qualified for political leadership? Some scientists, such as chemist Urey and physicist Oppenheimer, readily admit their limitations. Leaders in other fields of learning have misgivings about science and scientists. L. P. Todd writes:

Let it be said without the slightest hesitation that the social sciences must become the keystone, more, the arch itself, for public education. And let it be said with equal assurance that

¹ J. H. Hildebrand, "The scientist and the war," *Chemical Engineering News*, 23: 2317 (December 25, 1945).

the increased time we devote to the study of human relations must be taken from the physical sciences.³

Remarks like Todd's, calling for a de-emphasis of science, are not uncommon today. Demos writes:

We are faced today with the dangerous trend toward scientific imperialism; I refer to the predatory tendency of science to invade the territory of all other agencies, and to its claim to rule over them all. Science is a wonderful instrument in its field; but its achievements do not render other agencies superfluous.⁴

Lundberg, former president of the American Sociological Society, warns us against the danger of the scientists becoming a priestly class who will dictate public policy. He cautions, too, that pressure group activities engaged in by scientists do not automatically make these activities a part of science.⁴

From the writings of these leaders in other fields, it is apparent that educators must proceed thoughtfully before committing themselves on the questions sponsored by our new political pressure group. As a last evidence for the need of caution, a communication from Senator Joseph H. Ball, of Minnesota, is pertinent:

There is in America a communist party, small in numbers but extremely potent in public propaganda and operating within literally scores of supposedly "liberal front" organizations. Any person reading the propaganda of this party and its front organizations and comparing it with the actual facts, cannot escape the conviction that their position on international issues is dictated by a desire to see Russian aims and objectives rather than American aims prevail throughout the world. They were in the forefront of the demand for too-speedy demobilization, which has left us relatively impotent in Europe, Asia and the Middle East. Now, they are all beating the drums for the original McMahon bill, and are making unjustified charges of "fascism" about the so-called Vandenberg Amendment, adopted 10 to 1 by the Senate's special atomic energy committee.

The trends of the times demand that science teachers improve their own qualifications for civic leadership. They must keep posted on the current issues involving ethics, economics and government.

³ L. P. Todd, "Atomic energy and the coming revolution in education," *School and Society*, 62: 257 (October 27, 1945).

⁴ Raphael Demos, "The need for religion and its truth," *The American Scholar*, 15: 97 (Winter issue, 1945-1946).

⁵ G. A. Lundberg, "Can science save us?", *Harper's*, 191: 525 (December, 1945).

In the field of ethics, morals and religion, there are many challenging questions in the minds of youth. Even science teachers must be able, these days, to comment intelligently upon such statements as: evil means cannot be used to achieve a good end; of two evils, one must choose the lesser; military necessity is beyond moral condemnation; natural law and Divine Revelation are essential to Western Civilization; moral laws are more important than economic expediency; individual rectitude is basic for world security; a nation of loose morals is bound to decay. Monsignor Ronald Knox warns us in his *God and the Atom* that, after this period of world anxiety, the strife between religion and science will be renewed; that where the amoeba was the totem of antireligionists a generation ago, the atom will be the totem for the same group in the new generation.

A typical economic problem being discussed today is the possible increase of unemployment due to the application of atomic energy to such things as power plants and ocean vessels. In the capitalistic system, so Karl Marx tells us, consumption can never keep pace with production, employment can never be sustained in the face of inevitable technological improvements. As a consequence, aggression and war are unavoidable. If such reasoning is accepted, then the manufacture of the bombs should probably be continued. Scientists and teachers of science are doing their cause no harm when they inform the public about such economic and humane benefits of research as higher wages, shorter working hours, greater crop yields, more leisure time, more education and less suffering. The M. W. Kellogg Company, whose engineers designed the isotope-diffusion sections of the atomic energy plants, has revealed that five thousand new products and procedures are available to industry as a result of atomic bomb research. If atomic power is directed to supplying heat energy to irrigation, to the manufacture of fertilizer, to medicine, the world at large will benefit and not the relatively mere handful of men who, although they have ample resources already, usually capitalize on technological improvements.

The issues pertaining to politics and government are the focal ones in this discussion. In the collection of essays, *One World or None*, fifteen of the authors are renowned scientists in the United States. Educators could read with interest and profit another series of essays by equally renowned and learned men who are not

scientists, in the volume, *Symposium on Atomic Energy and Its Implications*. Jacob Viner writes therein:

I gather that many physical scientists think that all that stands in the way of adoption of this remedy (world government) is the stupidity of politicians and ordinary citizens, or their failure to understand how terrible the atomic bomb is. . . . I fear that the problem is not so simple; that complacency and ignorance are not the only barriers to world government.⁵

James T. Shotwell, in the same volume, writes with as much challenge:

The best example of this is the demand for a world government to be erected by a revolutionary fiat in order to have a supreme authority for dealing with atomic energy. The phrase "revolutionary fiat" would perhaps be shocking to some of those who subscribe to this important short-cut to a millennium, but from the standpoint of history and political experience it is nothing less.

Leaders in other fields of learning urge the use of existing institutions to bring about world government. The UN, UNESCO, and UNRRA are such agencies.

In domestic politics and government, educators must realize that greater federalization of power is a concomitant of political victories in connection with atomic energy legislation and a national science foundation. Moreover, if atomic energy is successfully applied to central power stations, to the manufacture of fertilizer, to the healing arts, the TVA-type of control may be the pattern for socialization of the country at large. Since David Lilienthal, former chairman of the TVA, is now chairman of the USAEC, one can imagine many possibilities.

CONCLUSIONS

The material presented shows that scientists have not only created the atomic bomb but have also bombed their way into the minds of the public, into government circles, and into international politics. Not only have they entered new fields of activity, but their initial efforts have been successful. They are obtaining domestic and international action on controlling the application

⁵ American Philosophical Society, *Symposium on atomic energy and its implications*. Proceedings American Philosophical Society, Vol. 90, No. 1, January 28, 1946. 79 pp.

of atomic energy; they are securing the good will of mankind.

Not only have their initial efforts been successful; the scientists are consolidating their gains. They are already assured places on important political and military committees. They are represented also in advisory groups at the meetings of the United Nations.

Besides consolidating their gains, scientists are also taking means to remove the handicaps due to the traditionally restricted character of their education. Currently they are widening their interests in ethics, politics, and economics. They are revamping their technical curricula to include more of the humanities. Perhaps the next generation of physical scientists will be able to collaborate with the social scientists in their study of human relations!

The repetitious publicity that science is receiving today, regardless of the nausea it causes to some, is stimulating leaders in other fields of learning to greater activity. It is the hope of scientists that these men will be able, without arriving at such a monstrosity as the atomic bomb, to solve in the near future such human-relations problems as housing of veterans, unemployment, fair wages, strikes, application of the Atlantic Charter to the Balkans, to India, and others. Should the success of the physical scientists energize our social scientists to solve these problems, then our generation is not bequeathing to mankind, in the atomic bomb, an unmitigated evil.

Because of the inevitable controversial issues that are spotlighted by the political activity of scientists today, we educators must be the ambassadors of good will between the leaders in the various fields of learning; we should be the Cordell Hulls in promoting good-neighbor policy between the scientists and the non-scientists.

Lastly, we must inspire our students, who, after all, are our first concern, to become scientific statesmen as well as technologists, to become cultured men as well as learned men.

What Shall We Teach in German?

SISTER M. ROSA DOYLE, S.S.J.

Regis College, Weston, Mass.

THE future of those who are now teaching German in colleges or high schools is most uncertain and problematic. During the period of the war the general attitude of students and teachers of German was one of keen interest. There was a patriotic desire to know the mentality of the enemy through the study of its language and culture. Wide publicity was given to the high-pressure courses, sponsored by the government and designed to equip linguistically those in the armed forces for foreign invasion.

When victory was achieved there was an obvious lessening in the previous interest shown in foreign language preparation. The armies of occupation moved into the conquered countries and the results of the ASTP language training program were put into operation. How well these hurried courses functioned remains to be seen.¹

ADJUSTMENT NECESSARY FOR POSTWAR TEACHING

At the present time there is mild confusion in the minds of modern language instructors in regard to the adjustment necessary for postwar teaching. Languages will always be an integral part of the curricula of liberal arts colleges.² However, the enrollment will fluctuate from year to year and the emphasis will frequently shift as to the objective aim. This varying degree of interest in foreign languages has always been a concomitant factor with warfare, as was seen in World War I.

For the teacher of foreign languages in a Catholic college there is need of being guided by Catholic principles. In particular must the teacher of German be on the alert to detect Nazi philosophy that has crept into American textbooks.³ If the matter is scientific and in the field of biology or the social sciences, the Catholic instructor must beware of books justifying mercy-killing and the idealizing of self-destruction, both products of Nazism.

¹ Henry Grattan Doyle, "Learning Languages in a Hurry," *School and Society*, v. 58 (1943), p. 465.

² Francis M. Currier, "The German Teacher Today," *Bulletin of the New England Modern Language Association*, v. 7 (1945), p. 23.

³ Klaus Hilsheimer, "Do We Teach German Well?" *Journal of Higher Education*, v. 14 (1943), p. 315.

AIMS AND OBJECTIVES

What type of instruction should be given the beginner of German in college or in high school? The aim of the teacher may be one of many. No defined ruling has yet been made by educators as to the purpose of the foreign language. At one epoch the emphasis is placed on ability to read the language. Another era makes understanding of the spoken language its objective. Some teachers strive to have their pupils speak the language and eventually write it with a fair amount of fluency.⁴

All aims and objectives being equally good, the teacher of German has only to choose one or several or fuse them all. Learning a language is always a slow process and German is exceptionally difficult. The strength or weakness of the formal grammar and language training in the preparatory school is revealed by the manner in which the beginner in German applies this training to the new subject. Latin, in particular, is a *sine qua non*, because of its highly inflected nature and its periodic sentence structure, both of which are found in German.

There is an increasing number of high schools teaching German. Thus, students who come to college with two or more years of German should elect an advanced course. For those who do not offer German for the language requirement, the beginner's course has the attractive element of an unknown experience. These eager, young minds should be given the best of intellectual food.

EXCELLENT GERMAN GRAMMARS

There are excellent one-semester German grammars, offering a wide selection of classroom-tested material. Specialists in the field have compiled these grammars and there is no need of the instructor unraveling any grammatical knot. The present-day college classroom, even if not streamlined nor on an accelerated basis, is no longer the place for a German grammar written a quarter of a century or more ago.

The grammars offered to American college students today show an immense improvement over the older type. These grammars of the past have now gone onto library shelves as reference works, because of their detail. They are still useful to answer a question, when the "brief, briefer, briefest" modern German grammar does

⁴ R. H. Ekelberry, "Instruction in Modern Foreign Languages," *Journal of Higher Education*, v. 14 (1943), p. 312.

not contain a satisfactory answer. The older book with its voluminous subdivisions, footnotes and cross-references can be relied upon.

The Catholic college instructor in German is warned of those beginner's books that tend to glorify Luther by laudatory references to him. In more advanced classes on the history of the language his contribution to the *Schriftsprache* can be given its proper evaluation.

To supplement the first year of grammar there should be a reading book, introduced as soon as the elements of the language have been mastered. Formal acquisition of grammar should then be applied to reading in a straight-ahead fashion.⁵ There should never be in the foreign language a labored reading, a deciphering of words, as if seeking for some abstruse or hidden information. The instructor should train the students to recognize thought units.

EARLY READING

Reading should be commenced as soon as the elements of German grammar have been mastered. At the present time the reading aim seems to be predominant. There is need of a general habit of reading in one's native language before the beginner can be induced to read in the foreign language.⁶ German is not a dead language, and it is quite possible to enliven it by correlating music, literature, science, geography, history, education and government.

The first year reading book need not necessarily be one of the much publicized Kästner. Nor must there be a blind following of tradition, nor a concentration in habit grooves in the use of old texts. Writers in vogue a generation or two ago should not persist today in college classes of German. The result is to make German literature dull to the modern student.

Stories of the nineteenth century Romantic school, such as *Germelshausen*, *Immensee*, and *L'Arrabbiata*, should be eliminated from twentieth century college classes. These works should form collateral reading for a course in the history of German literature and placed in their proper perspective as examples of Romanticism. Heyse's *L'Arrabbiata* offers an additional difficulty, as it is an Italian story written in German. The student is bewildered by the mixture of the German language and the Italian scenic backdrop.

⁵ Sister Rosa, "Methods for the Improvement of Reading in College Foreign Languages Classes," *Catholic Educational Review*, v. 39 (1941), p. 96.

⁶ Ernst Koch, "Do We Teach Reading?" *Modern Language Journal*, v. 27 (1943), p. 135.

The fact that these outmoded works go through new editions annually proves that they are being used by teachers who are not keeping pace with the modern trends in German.

CONTEMPORARY GERMAN WRITERS

There are excellent contemporary German writers, whose literary supremacy antedated 1939. Some are already available in American textbook form. Here are some of the most outstanding: Hermann Hesse, Heinrich and Thomas Mann, Paul Ernst, Will Vesper, Rudolf G. Binding and Hans Carossa. Among the women are Marie von Ebner-Eschenbach, Enrica von Handel-Mazzetti, Gertrud von le Fort and Lulu von Strauss und Torney. Several of these are Catholic and are acknowledged as leaders among modern writers. An immense contribution is being made by those Catholic editors, who are arranging the works of these writers for the use of English-speaking students.

SUPPLEMENTARY READING

The first year of German reading is best supplemented by works of pronounced literary value. Many masterpieces of literature have been edited in simple form on the college level. For example, the novel of the Thirty Years' War, *Simplizius Simplizissimus*, the beast epic *Reineke Fuchs* and the great sagas *Nibelungenlied*, *Gudrun*, *Parzival*, *Lohengrin*, *Dietrich von Bern* and *Tannhäuser* are all monumental pieces of literature, which are preferable to ephemeral stories of dubious worth.

Now that such important cities as Berlin and Frankfurt have been almost totally destroyed, those composition books must be discarded that used these places as points of departure on which to base the lesson. As Heidelberg escaped bombing, its gay student life can still figure in descriptions of life at the University.

There is always need for systematic drill in foreign languages, as certain patterns are to be mastered only by formal means. Repetition and the use of the memory are not antiquated methods of education and with mature students memory work has met with ready response.⁷

PERIODIC TESTING

For periodic testing at midyears and finals there are excellent objective tests in German distributed by the American Council on

⁷ Lambert A. Shears, "The Case for Systematic Drill in Language Teaching," *Modern Language Journal*, v. 28 (1944), p. 50.

Education. These are supplied with norms, so that the teacher is able to see whether the class is of average grade in grammar, vocabulary and reading. These objective tests should be supplemented by an essay question based on the class work.

As there is a daily check-up in language classes by means of constant questions and answers, there is no imperative need of a daily or even weekly quiz.⁸ Since the number in a language class should never be much over thirty-five, it is reasonable to suppose that each student is receiving proper attention.⁹

CLASSIC WRITERS

Second year students concentrating in the departments of history, English or any of the social sciences should be introduced to the great classic writers. The works of Goethe or of Schiller should never be made to serve the lowly purpose of any grammar drill. These masterpieces should be presented to the student for cultural appreciation only.

Goethe's *Hermann und Dorothea*, which so greatly influenced Longfellow in his writing of *Evangeline*, is a popular epic. Its beauty makes a lasting impression on the student. Another work which has proved a success in college classes is *Egmont*, which Goethe wrote at the burst of his dawning powers. His attention was attracted to the beginnings of the American Revolution, when he wrote this drama of the Dutch uprising against Spanish domination. The play appeals to college classes because of its democratic spirit.

Götz von Berlichingen is another drama of Goethe that is quite adapted to second year college students. As it is thrown on a medieval background, it is valuable for its correlation with history. Goethe is indebted to Shakespeare in *Götz*, as he places emphasis on the chief character and he chooses a national subject. The plays of Shakespeare which offered Goethe guidance and inspiration were chiefly *Antony and Cleopatra*, *Macbeth*, *Hamlet*, *Julius Caesar*, *Romeo and Juliet* and *King John*.

Both Goethe and Schiller are to be used with modifications in the Catholic college. For example, Schiller's *Die Jungfrau von*

⁸ Glenn Myers Blair and James T. Kamman, "Do Intelligence Tests Requiring Reading Ability Give Spuriously Low Scores to Poor Readers at the College Freshman Level?" *Journal of Educational Research*, v. 36 (1942), p. 280.

⁹ William Kurath, "A Testing Plan for First-Year German Students," *Modern Language Journal*, v. 27 (1943), p. 346.

Orleans should never be read, as it gives an abhorrent idea of St. Joan of Arc. On the other hand, his *Maria Stuart* is an interesting study for students of English, giving them a chance to compare Schiller's heroine with the historical character. *Wilhelm Tell* has a perennial appeal to all lovers of liberty.

LANGUAGE RECORDS

Language records are a welcome change from the usual classroom procedure in conversation classes. They accustom the student to hear other voice inflection than that of the instructor. If the record is repeated several times, it enables the student to jot down some recognized expression to repeat later to the teacher. It is always wise pedagogically to have questions on the content to ensure full attention being given to them. Constant repetition of a minimum vocabulary is necessary until the ring of the idiom is in the pupil's ears.¹⁰

INTEREST OF TEACHER ESSENTIAL

The teacher of German, if vitally interested in the work, will continue to have a frequent, educational harvest. An intellectual famine in foreign languages may at times occur, but these are years in which the ground lies fallow, only to bring forth a more abundant future crop. For the Catholic teacher there is always present the Christ-given precept to teach all nations, to which may be added, all languages.

"For with the speech of lips and with another tongue He will speak to this people."¹¹

¹⁰ Albert W. Holmann, "A Method of Teaching German Conversation," *Modern Language Journal*, v. 27 (1943), p. 413.

¹¹ Isaiah 28:11.

The A.A.U. and Teacher Training

RT. REV. MONSIGNOR EDWARD B. JORDAN

Vice Rector of The Catholic University of America

THE *Journal of Proceedings and Addresses* of the Forty-sixth Annual Conference of the Association of American Universities,¹ which has recently come from the press, contains among other interesting papers and discussions one that is of special significance to teachers, school administrators, and boards of education. This is the "Report of the Committee on Graduate Work and Teacher Education."

This committee was appointed some time ago to restudy the whole question of the Master's degree. Such a study was deemed necessary because of the diversity of practice prevailing in American universities in the administration of this particular phase of graduate work. The Report goes into considerable detail in describing the types of Masters' degrees offered, the admission of students, the purposes for which they wish to secure the degree, the programs of study, the methods of instruction, and the special requirements, including residence, foreign language ability, thesis, and comprehensive examinations. Prevailing criticisms of these various aspects of the question are summarized and recommendations in connection with all of them are made for the guidance of graduate schools. A lengthy discussion followed the presentation of the Report, but only slight modifications were introduced before it was accepted and approved by the delegates at the conference.

PROGRAMS OF TRAINING FOR SECONDARY SCHOOL TEACHERS UNSATISFACTORY

The reason for saying that this Report is of particular interest to educators is that, for the third time in a period of ten years, the Association has felt it necessary to call the attention of its members to the problems confronting the graduate school in the training of secondary school teachers.² For many years men and women, either actually engaged in or preparing for teaching positions in high school or junior college, have constituted a large percentage

¹ Held at Duke University, October 11, 12, 13, 1945.

² Cf. *Journal of Proceedings and Addresses*, 1936 and 1939. The topic was also taken up for discussion at the 1946 meeting, held at Princeton University.

of the enrollment in graduate schools. For the most part, the need of these students for a special type of training was ignored, and they were obliged to conform to the requirements laid down for candidates who were pursuing advanced work in preparation for university teaching or research careers. Frequently, indeed, schools or departments of Education conducting graduate work went to the opposite extreme and, having in mind state certification requirements, offered the teacher a program of studies which was narrowly professional, and which included many courses in Education that did not deserve to be classed as graduate.

Neither of these practices has proved satisfactory. Where the former plan was carried out, the candidate received a more or less intensive training in subject matter—his major, and perhaps his minor—but he failed to secure the knowledge of educational theory and practice which, apart from state board legislation, is absolutely essential for the teacher at any level. On the other hand, where the whole program of the graduate student was confined to the pursuit of professional courses in Education, he was often found to be seriously lacking in the knowledge of the subject or subjects he expected to teach, not to speak of his deficiencies in general cultural background.

TEACHING PROFESSION MUST NOT BE THE REFUGE OF MEDIOCRITY

It was with the idea of remedying this situation that the Committee of the A.A.U., with whose Report we are here concerned, devoted special study to the advanced training of secondary-school teachers and offered suggestions looking to the improvement of the programs of graduate study for this group. The Committee commends the desire on the part of teachers for advanced study, considers their training a vitally important phase of the university's work, and bespeaks an understanding attitude towards their needs on the part of the graduate schools in the Association. Such an attitude, it is emphasized, does not imply that the graduate school should countenance any relaxation of standards in the matter of admissions or attainments. On the contrary, it is recommended that these are to be maintained at such a level that only those students, including teachers, who are well qualified for graduate work will be enrolled or permitted to continue. Even the recognized shortage of teaching personnel in high schools and junior colleges is not to be used as an excuse in favor of lowering require-

ments. Much less should graduate schools be influenced by the fact that the inadequate salaries paid to teachers tend to drive away from the profession college graduates of superior ability, with the result that many prospective teachers applying for the Master's degree are academically inferior to those whose studies are oriented towards other professions. It is the conviction of the Committee that improvement of instruction in secondary schools, for which colleges and other agencies are rightly clamoring, will only come about through the selection and proper training of individuals who rank above the average in intellectual and moral qualifications, and that the graduate school should not become a party to any policy which would tend to make the teaching profession the refuge of mediocrity.

TRAINING OF TEACHER RESPONSIBILITY OF COLLEGE AND GRADUATE SCHOOL

It being understood, therefore, that prospective teachers, as well as teachers in service, who are pursuing graduate work will comply with the requirements laid down for other candidates for the Master's degree, including the presentation of a satisfactory thesis, attention may be centered on the specific recommendations of the Committee with regard to this group of students.

In the first place it may be noted that the Committee considers teacher candidates for the Master's degree in a separate category from those who are interested primarily in research and may be expected to continue their work with a view to the Doctorate. This would seem to imply that while some teachers may be planning to pursue the higher degree, and will therefore require training in research, the majority of them have no great need for intensive work along this line. It is granted, of course, that some acquaintance with the methods of research will be a valuable asset to any teacher. Much more important, however, from the standpoint of the secondary school teacher's career, is a solid grounding in subject matter which will include what is ordinarily understood by the terms "concentration" and "distribution." Part at least of this training will have been secured in the college course, but the graduate school will have to do its share in perfecting it.

This training in subject matter cannot absorb all the time and energy of the student who is preparing for teaching. Provision must be made for the necessary professional training. Some of

this, too, will have been acquired in college; but the amount, and particularly the character, of it may and usually does leave much to be desired. Ideally the training of the teacher should be the joint responsibility of the college and the graduate school, the administrators of both keeping in mind that there is a close relation between competence in a subject and ability to teach it. The first can come only from concentrated study, which aims not so much at the acquisition of knowledge as at the development of critical habits of thinking. The second, even in the case of the "born teacher," requires some formal training in educational psychology and in the pedagogical techniques whose value has been demonstrated by use and carefully controlled experiment. Whether Education is recognized as a science or not is beside the question; there is no gainsaying the fact that there is at present available an organized body of knowledge dealing with the subject, of which no teacher can afford to be ignorant. In this connection, the Committee expresses the hope that subject-matter departments of the graduate school will take more interest in the training of teachers, and the suggestion is made that each of these departments will have at least one man on its staff who knows the field of secondary education and can be expected to understand the problems confronting teachers at this level.

COMBINED PROGRAM OF UNDERGRADUATE AND GRADUATE TRAINING

The Committee has some specific recommendations with regard to the combined program of undergraduate and graduate training for the teacher which are deserving of careful consideration. If they were put into practice, it is felt that the teacher would be much better prepared for his job and that the instruction in the secondary school would be greatly improved. In the opinion of the Committee, "the total work in courses in Education counted towards the undergraduate and the graduate degree should not exceed one-fifth of five years." The five years include the regular college course and a year of graduate work oriented towards the Master's degree. In passing, it may be noted that the Committee does not approve, as it now stands, the requirement of a "fifth year" for certification to teach in secondary schools, the reason being that the teacher is led to believe that the work of this year is equivalent to that offered in graduate schools for the Master's

degree, whereas it is only too apt to be a mere continuation of the undergraduate program.

TWO TYPES OF MASTER'S DEGREES FOR TEACHERS

Coming now to the Master's degree, the Committee proposes two types of degrees for teachers, viz., *Master of Arts in Teaching*, for those interested primarily in subject-matter fields; and *Master of Education*, for those who are preparing for administrative positions. For both of these, *mutatis mutandis*, the program should be arranged so that at least two-fifths of the work (covering a minimum of two semesters of full-time study, or its equivalent in part-time) will be in subject-matter fields for which the student has adequate undergraduate preparation. If, instead of the teaching degree, the candidate prefers to work towards the traditional *Master of Arts* or *Master of Science*, the proportion of courses in subject matter should be increased to three-fifths of the total. In the case of an experienced teacher, who may be presumed to have met all professional requirements, it is recommended that he devote his time almost exclusively to subject-matter courses.

The foregoing account has aimed to summarize for the benefit of readers of the REVIEW the specific recommendations of the Committee with regard to the graduate training of teachers, and has touched only incidentally on those phases of the Report that deal with the general requirements for the Master's degree. A detailed discussion of these would go beyond the purpose of this paper, but it may be well to comment briefly on a few of them with which prospective students need to be acquainted.

RECOMMENDATIONS CONCERNING ADMISSION, MINIMUM

RESIDENCE, TIME LIMIT

In the matter of admissions, it is the feeling of the Committee that the requirements should be raised. It is recommended that graduate schools admit only such students as rank in the first third of their college course and have had at least a two-semester course in each of the major divisions of knowledge, with more extensive training (not too narrowly specialized) in some one subject or group of related subjects. In addition, the student should obtain a satisfactory score on the Graduate Record Examination.

The minimum residence requirement for the Master's degree is set down as one academic year of full-time study or the strict

equivalent in summer sessions or part-time study. No graduate credit is to be allowed for correspondence work. Off-campus instruction, carefully controlled by the degree-granting institution, is approved, provided that not more than two-fifths of the required work be done outside of residence on the campus.

A limit is set to the time a student may spend in the pursuit of the Master's degree—five years when the work is done wholly or in part during the regular academic year, and seven years when it is confined exclusively to summer sessions. Not more than one year should elapse between the completion of the residence requirement and the completion of other requirements, which include a formal thesis or essay and a comprehensive examination. A reading knowledge of a foreign language, usually French or German, which the Committee holds should be rigidly insisted upon for all degrees, will presumably have been acquired, either before the student enters the graduate school or during the regular period of residence.

In opening the discussion of the Report, Dean Bunker made it clear that it was intended "as a goal of high achievement," that "it is in no sense a precept and is not intended as anything obligatory." Despite this disclaimer, which is quite in accord with the policy of the Association, it is safe to say that most graduate schools will endeavor to carry out the recommendations of the Report as the majority of them are genuinely interested in maintaining the highest possible standards for the Master's degree. It has, therefore, been thought advisable to acquaint Catholic teachers with the requirements they will be expected to meet when they enroll for graduate study. The administrative officers of graduate schools and of colleges aiming to prepare students for the university will, of course, read and digest the whole Report.³

³ An excellent summary of the Report was presented by Dean Bunker at the third annual meeting of The New England Conference on Graduate Education, held at the University of Vermont, Burlington, May 3-4, 1946.

An Experiment in Inter-Americanism

GEORGE F. DONOVAN

President of Webster College, Webster Groves, Mo.

ORIGIN

IN LINE with the desire to develop closer relations with the other nations of the Western Hemisphere, a trend which gained some impetus during the period of the Good Neighbor Policy which began in 1933 and has continued down to the present day, Webster College, in common with many other institutions of higher education in the United States, became interested in formulating a program of broad and yet intimate association of educational activities among the other American nations. In the program a militant missionary spirit that would produce mutual benefits both to the student of North America and to his colleague in the other Americas was emphasized. Among the guiding factors were education objectives stressing the opportunities for teaching leadership in other professions, and leading to the development of workshops, exchange of students and faculty members, and to the acquisition of another modern language in addition to English; cultural aims which centered in the gaining of knowledge of the literature; the art and the history of our neighbors; public-relations purposes resting in the prestige and contacts that would come to the college through such an association, and the ideals of world peace which would certainly be strengthened in the effort to establish a common spirit of cooperation and a sympathetic understanding among the young people of this hemisphere, leading to peace in this part of the world with the hope that it would be extended to the rest of the world.

Back in the middle 1930s, Mother M. Edwards, the Superior General of the Sisters of Loretto at the Foot of the Cross, then the Superior of the Community here in Webster and Regent of the College, recognized the value of such a program and shared the initiative and responsibility in creating the first steps that led to an interest on the part of Webster in the Inter-American project. Enlisted in the effort were Sister Ethelbert, director of the Department of Spanish, and Sister Roberta, director of the Department

of French. Both Sisters were conscious of the need of cooperation and worked magnificently and zealously to overcome many obstacles.

EARLY CONTACTS

At first inexperience led us to get in touch with innumerable persons, ecclesiastical dignitaries, school principals, ministers of education, teachers, business representatives in the other nations, and teachers, students and here in this country others who had lived for a while or had visited one or more of our neighbors. Certain areas were selected early largely because of their proximity to the United States and, in some cases, because of certain persons whose contact we valued. These areas included Cuba, French Canada, Mexico and Puerto Rico.

Following the first contacts, many follow-up letters were sent in Spanish and French. Eventful was the first day when two young ladies from Cuba reached the campus. One of the first two foreign students carried in her purse over one hundred dollars in American money with detailed instructions to hand over the money immediately to the president of the college. After this obligation had been fulfilled the young lady felt that her first association with American life was most complete.

GROWTH

The number of students from foreign countries increased from five in the first year to six in the second year. The total number of Spanish and French students at Webster has reached fifty-four, including thirty-five Spanish-speaking students and nineteen French Canadian residents. In addition, seven girls from China, one from the Philippine Islands, one from the British West Indies and five students of Japanese-American extraction have enrolled on the campus, a grand total of some sixty-seven students whose parentage or language was of another race. Practically all of the students were Catholics, although about five or six were non-Catholics, including one pagan. Among the other countries represented were Canada, Cuba, Mexico, Guatemala, Columbia, Venezuela, and Equador. In addition to the student enrollment, a second development manifested itself in the enrollment of older girls who were qualified for instructional and laboratory work and who were given special opportunities to learn English and become familiar with the educational, religious, and political conditions of our country. This number has grown from two to five.

ADJUSTMENT

All these students unfamiliar with American life had to pass through a period of adjustment. Inability to speak and write in English, ignorance of American conditions, differences in home life and in education, all contributed to make the first year a particularly trying and responsible one. Steps taken to solve this problem were grouped as follows: In the correspondence before the arrival of the student in the United States every effort was made in the native language to explain in detail the social life, dress, customs, educational program and other activities and features in this country. A detailed list of necessities was generally sent in advance. Upon arrival, the students were given talks by college officials upon their responsibilities and interests, and this was followed up by many personal interviews with the Dean, the Dean of Women and the faculty members in Spanish and French. The students were also directed to take a program in which English, American History, and American Government were stressed. The students were also placed in a special class for instruction in English. The faculty cooperated in exercising a sympathetic understanding toward the students, especially in their limited use of English.

RESULTS

1. The number of students and faculty members has increased from the very first year.
2. A second important result was the enrollment of our own American students and faculty members in foreign universities. At Laval University in Quebec, Canada, our students have matriculated both in the summer session and during the year and our faculty members have been present for summer sessions during the past six years. At the University of Havana, faculty and students have attended for two summers. At the University of Mexico for two summers our graduates have been enrolled. The total number of Webster College representatives at foreign universities has reached twenty during this period.
3. A mutual understanding of North American and South American customs and problems has been recognized. This has been particularly true in educational matters, in social welfare, and in industrial and professional fields.
4. Our Faith has been greatly strengthened after contact with

the Christian traditions of these peoples. We have come to respect more and more their high ideals, their historical contributions to the religious life, and their religious devotion.

5. This contact has led to a broad and a new point of view about other people, especially in such organizations as the International Relations Club, the French Club, the Spanish Club, and the National Federation of Catholic college students.

6. Public relations: news and talks, community contacts, radio interviews, and general prestige have helped the college very much and have furthered better relationships between the United States and the other nations.

7. The artists and leaders whom the contacts have brought to this country from these countries include Jose Echaniz, the noted pianist from Cuba, Monsignor Parent from French Canada, the Attorney-General of the Philippine Islands, and Mr. Bernard, a member of the French Canadian Parliament.

PROBLEMS

Uppermost among the problems of our immediate Inter-American program is the lack of finances sufficient to provide adequate scholarships for deserving students. Students from the Inter-American nations must meet heavy expenses in travel, purchase of clothes, and other items. Our own girls and faculty members are also put to considerable financial outlay in attendance at foreign institutions of learning.

Excessive Publicity: It is well to plan a foreign-relations program so that individual students will not become centers of attraction to the detriment of their fellow foreign students or even the American students. This undue publicity directed toward an individual may bring harm to both students and the college.

Neglect of the American Student: This program should not be considered just by itself. The education of foreign students should be intimately integrated with the training of our own students so that the education of one does not suffer from the other.

Artificial Separation: Students from other countries should not be separated, socially or otherwise, from the American students. They should live with and attend classes with the American students. No distinction should be made between the foreign and the American students at any time.

THE FUTURE

1. The distribution of foreign students should be geographically carried out on an equal basis so that every nation should have one representative in the student body. No one or two nations should long remain as the only places of student origin.

2. The need of dormitory buildings to provide living accommodations for foreign students is a future project. In a carefully planned building program many changes in the color and design of the furniture and furnishings may be arranged so that the students from the other countries may be made to feel more at home through such reminders of their native land.

3. More programs inter-American in nature should be made available in addition to the Pan-American Day Program. There should be also an annual inter-American Mass, picnics and other projects that would stress the unification of the nations of the Western Hemisphere.

4. There should be made available more scholarships for our own faculty and students for the purpose of studying abroad. Provision should be particularly made for the residence of an American student in a foreign institution especially during her junior year and for summer sessions. Arrangements for a full-time residence in a foreign college or university by a faculty member should become annual realities for most American institutions.

FACULTY COMMENTS

The two faculty members, Sisters of Loretto, directly concerned with the program, have left these concluding evaluations. Sister M. Roberta stated that foreign students should be impressed with a sense of indebtedness to the college for the privilege of securing an education. They should never regard themselves as essential to the progress of the program. "The project is a mutual one where the responsibilities, trials, and successes are equally divided between the students of the United States and foreign enrollees." Sister M. Ethelbert declared that "Those first four students (Spanish speaking) write to me frequently, always expressing their appreciation for what was done for them."

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Crafts, Leisure Time, and Adolescents

SISTER M. BERNICE, F.S.P.A.

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AN IMPORTANT section of the school library, which no librarian can afford to overlook, is that concerned with books on the crafts. The importance of supplying a well-rounded selection in this field becomes evident from two viewpoints.

First of all, in considering the end of education, one is forced to agree with the late Doctor Leen that "the purpose of education is not to better one's lot, but to dispose a man to live pleasantly and satisfyingly in whatever lot may be his."¹ It is becoming increasingly important that adolescents be trained in the advantageous use of their leisure time, both from a moral and a physical viewpoint. If they are to continue to seek most of their entertainment in stuffy movie houses in which their minds are being contaminated by false philosophies, little can be expected for the America of tomorrow. For the younger child, it is important that he be given some diversion other than the comic book. It is useless to decry these evils without replacing them with some constructive help. One of the solutions can be found to a great extent in interesting the child in some one of the varied crafts.

IMPORTANCE OF CRAFTS IN LEISURE TIME

The importance of the crafts in leisure time has been emphasized by the prominent place it has found in the army as a new and valuable form of relaxation and recreation for able-bodied troops. For long years the therapeutic value of crafts has been recognized by hospitals for the convalescent soldier, but it is only lately that it is being recognized as a contributor to morale. In a recent article prepared by Major Nathaniel Saltonstall, chief of the Handicrafts Branch of the Army Service Forces, entitled "The GI Creates," we read:

From the Army's point of view, the arts and crafts have proved their value by contributing directly to morale, a factor which has carried greater weight in this country during the recent conflict than in any other land or in any previous war. This concern with morale, while relatively new, is based on a

¹ Edward Leen, *What is Education* (New York: Sheed & Ward, 1944), p. 252.

simple understanding of fundamental human characteristics. The happy soldier is the best soldier. . . . In concrete terms, morale generally means escape, a word which has suffered undeserved disrepute. To escape from the inevitably grim and dreary routine of waiting and of killing is a means to an end. The end can be passive—a mere chance for the other side of a man's being to breathe; or, as in the case of arts and crafts, it may be active—an opportunity to create and through the act of creation to achieve a personal recreation in the literal sense of the word.

Young people need to maintain their morale at high level. They need to be happy in the best sense of the word; and, for a young person, this means that they must be busy. They have a natural desire to create, and surely it is well to help them develop this interest in their recreation periods.

CRAFTS CULTIVATE LOVE FOR BEAUTIFUL

Secondly, crafts are important in cultivating in young people a love for the beautiful. Again Father Leen expresses this objective: "Right living is the end of education. A love of the beautiful is necessary for that elevation of mind and touch of idealism without which there cannot be a prompt response to the appeal of the beautiful in conduct."² It is so true that a person who is insensitive to the beauty of things will be satisfied with the ordinary and the commonplace in his conduct as well as in his spiritual aspirations.

OUTSTANDING CRAFT BOOKS FOR BOYS

We shall consider only a few of the more outstanding craft books which can be found in any public library, or may easily be purchased for the school library. In talking with groups of Boy Scouts, I have found that the books of Joseph Leeming are very popular. Joseph Leeming is a New Yorker and a business man, who spends his leisure time writing hobby books. He has caught the spirit of hobbies in the titles of his books, for the word "fun" is to be found in all of them. For example, one of his latest is *Fun With Clay*, with drawings by Jessie Robinson. Perhaps no art is more of a surprise and delight than clay modeling. Such a variety of creative expression can be achieved with comparatively little effort. The book is especially helpful, for the objects can be made without a potter's wheel or a firing kiln.

² *Ibid.*, pp. 252 f.

The titles of the earlier Leeming books run the gamut of all the early interests of the child. For the boy who loves to carve, there is *Fun With Wood*. For the one who is interested in magic, what could be better than *Fun With Magic*? If it is string the boy collects, then he may have *Fun With String*. Other titles are *Fun With Paper*, *Fun With Boxes*, *Fun With Leather*. This spring, a new Leeming book has come out called *Fun With Puzzles*. This book will form an important need wherever there is leisure time to fill. All these books are published by Lippincott.

DELIGHTFUL CRAFT BOOKS FOR GIRLS

For the girls, Edith Flack Ackley has not only a knack for making dolls but also for helping other people make them. Edith Flack made her first cloth doll for her daughter Telka's first Christmas. When her husband died her toy became the means of her livelihood. Not only does she tell how to make dolls but also how to sell them. *A Doll Shop of Your Own* (Lippincott) will answer these questions. Other books include: *Paper Dolls: Their History and How to Make Them*; *Dolls to Make for Fun and Profit*; *Marionettes*. Easy to make! Fun to Use! (Lippincott).

Another woman who writes delightful books on the all-important subject of dolls is Nina R. Jordan. For example, she has a book called *American Costume Dolls*. Another one is called *American Dolls in Uniform*, and a third is *Homemade Dolls in Foreign Dress* (Harcourt Brace). Her latest volume is *Mother Goose Handicraft*, which will be useful to anyone who can use scissors, paper, and paste. All the characters are from familiar nursery rhymes. This little volume has the same profuse diagrams and simple directions that Mrs. Jordan uses in all her other craft books (Harcourt Brace). And while we are thinking about dolls, don't miss Helen Dean Fish's book called *The Doll House*. You will learn how to build an eight-room house of cardboard cartons. Directions are given, too, for the furnishing of the house (Lippincott).

BOOKS OF HANDICRAFT FOR BOYS AND GIRLS

For the boy or girl who wishes to beautify the home with handicraft, there is an inexhaustible source of material for enriching the leisure time and beautifying the home in *Home Handicraft for Girls* by Rutl. Mason Hall and Albert Neely. A companion book for boys is called *Home Handicraft for Boys* (Lippincott). This same

author has a book on *Outdoor Handicraft for Boys*. It describes a large variety of projects to be made with the tools found in the average household.

Tools found in the average household remind me of a suggestion which came to me lately from the home of three fortunate little boys whose parents are concerned about the problem of giving them the right kind of toys. The father is a teacher of philosophy in a large university, and the mother is a former teacher of philosophy. The father had been released from military service at Thanksgiving of last year. When the parents held the family meeting to decide what toys to buy for the children's Christmas, they both concluded that the typical toy was not satisfactory. The children, three boys—aged nine, seven and five—found on Christmas morning that they had been supplied with tool boxes containing authentic tools. Three little boys have been busy in learning to work with their hands, and at the same time they have spent many happy hours creating new things.

WOODCRAFT SERIES

No Boy Scout will need to be introduced to the books of Dan Beard. The copies in any public library are well worn. It would be desirable to have these books in the school library so that all children might become acquainted with them. The books are known as Dan Beard's Woodcraft Series. Each volume is illustrated by the author. They will open up hundreds of wholesome ways of outdoor entertainment and occupation. The books include: *American Boys' Book of Birds and Brownies of the Woods*; *American Boys' Book of Wild Animals*; *American Boys' Book of Signs, Signals, and Symbols*; *American Boys' Book of Bugs, Butterflies, and Beetles* (Lippincott).

Great interest is being manifested today in lettering. Catholic schools will do well to follow the lead of the president of the Catholic Art Association, the Reverend Edward Catich, in his emphasis on the importance of handwriting fulfilling its function. One of the finest Catholic girls' high schools in the Middle West is incorporating his suggestions in its curriculum at the present time. Hunt Brothers have a book on *Lettering of Today and Sixty Alphabets* which are especially useful (Bruce). It would be well worthwhile to examine all the books of Hunt published by Bruce in this and in other fields. The titles will suggest the variety:

Indian and Camp Handicraft; Ben Hunt's Whittling Book; Rustic Construction; the Flat Bow, and the like.

It seems that if the Army learned ultimately the value of crafts, should not the educators profit by that experience? Apropos of this experience Major Nathaniel Saltonstall has written:

That the Army did not recognize or make use of the morale value of arts and crafts at earlier date is the fault, at least in part, of our national attitude towards these subjects and of our educational system, which has too often neglected or abused them. . . .

Our tendency to treat the crafts, particularly, as a feminine and trivial pastime has impressed a stigma of preciousness on the whole field. It is not strange, therefore, that the Army's initial attitude was skeptical.

SCHOOLS SHOULD FOSTER APPRECIATION OF ARTS AND CRAFTS

Much more must be done in our schools toward an appreciation of the arts and crafts. In this connection the books of Carolyn Sherwin Bailey should not be overlooked. Her last book, *Pioneer Art In America*, is the final book of a series that has brought the arts and crafts of this country vividly to American boys and girls.

The librarian can contribute much to this worthwhile project by securing juvenile books on arts and crafts for her library and by stimulating an enthusiastic interest in them. In this respect the observations of Doctor Leen are again noteworthy.

Right living is the end of education. Pleasure is the great bait that tempts men to be traitors to virtue. Train men to find their pleasures in what is ennobling, in what is at once true and beautiful, and the bait is robbed of its harmfulness. That is the way in which the instructional factors in education can be made to contribute to the formation of a virtuous will.³

³ *Ibid.*, p. 253.

Projects in Senior High School English

BROTHER GERALD EDWARD, C.F.X.

St. Joseph Preparatory School, Bardstown, Ky.

GOOD literature expresses truth, both human and divine; and it is the duty and privilege of the teacher to expound and interpret that truth. For this no ordinary equipment will do; he must have at hand abundant matter and a workable technique.

The teacher's feeling for literature cannot be overemphasized. A "textbook teacher" will crush all class interest the very first day. The standard school text in literature serves its best purpose when it is used only as a springboard into the exhilarating waters of literature. The teachers of the English department must be afire with zeal and endeavor.

Dr. Henry C. Link in *The Return to Religion* defines the effective educator's personality as one "requiring not only a variety of skills but relative superiority in a few fields and distinct superiority in one."¹ Today there is a definite trend favoring the study of the humanities, and the English teacher has an important role in their revival. He should take upon himself the duty of personal research in his chosen field. His laboratory is the library, particularly the sections on the drama, short story, and the special phase of study in which he is interested. The books chosen for class work should be classified, constantly renewed from the library, and flanked by notebooks filled with the knowledge he has garnered. The result should be an unconscious overflow of enthusiasm in the art of teaching. The lack of interest so common in literature courses will then cease.

True Catholic education is not hours of instruction, whether the subject be English or mechanical drawing, but rather moments of learning. Teaching is not having students make a tedious collection of credit hours, but communication on the part of the teacher directly to the student's mind and heart. Apropos of this, the former Librarian of Congress, Archibald MacLeish, remarked in a speech to New England educators, characterizing the ideal teacher, "... a teacher who, like the lover in Donne's poem, can gather all he is and all he knows up into a momentary ball of expression, and

¹ Henry C. Link, *The Return to Religion* (New York: The Macmillan Co., 1937), p. 155.

cast it far and deep."² Efforts in this direction took place at St. Joseph Preparatory School, Bardstown, Kentucky, during the school year of 1945-46. Some of them may seem quite familiar, even old chestnuts, but the writer tried to give them a new twist. In adopting any one of them, a teacher should bake it in the oven of his own taste, or buff it on the wheel of his own initiative, and with a view to the material he has at hand.

During each quarter the class worked on and finished a project outside of class periods. The first cooperative was a study of newspaper columnists. Class discussions were held on the merits and demerits of modern columnists. Almost immediately quivering banners of newspaper clippings became part of the daily classroom scene, making it appear like a Chinese temple a-flutter with waving paper-prayer wheels. By oral elimination the class narrowed the field down to four writers: Westbrook Pegler, Dorothy Thompson, Drew Pearson, and Henry McLeMORE. Each boy made his choice, whether from admiration or dislike, and selected one of these modern molders of public thought and policy as the subject of an essay. Opinion as to the relative merits of each writer was evenly divided, but the opponents of the columnists literally barbequed their "pet peeves" of the dailies. Thus an active, living interest in writing and discussion was engendered in the class.

These extracurricular projects occupied no small part of the class period, but, since they were voluntary efforts, they were enthusiastically enjoyed. English was no soporific but a stimulus to critical reading and accurate writing.

Shakespeare was next studied. *Macbeth* was first read, and all the difficult passages and archaic words explained. A recording by the famous Maurice Evans and Judith Anderson gave the whole play without change of disc, since it was played on an electric recorder. The sleep-walking scene of Lady Macbeth and the scene of Macbeth's Soliloquy just before Malcolm's death were especially dramatic, and were re-played several times for the entertainment of the class.³

Just after Thanksgiving, work was begun on a short story.

² Archibald MacLeish, "Education in Uniform," *The Atlantic Monthly* (February, 1943), 37.

³ These recordings are available at city libraries. The Enoch Pratt Library of Baltimore, Maryland, lends them in the same way as books.

From the start the boys knew they were working with a goal in view—the *Atlantic Monthly's* literary contest. The aim was not to discover juvenile O'Henrys. The story did not have to have a pop-gun finish. Rather the students were to write something personal and original. Stress was laid on startling, eye-arresting metaphors, similes, and detailed descriptions. "Picturesque Speech and Patter" in the *Reader's Digest* offered suggestions.⁴ The teacher wrote a story of his own along with the students. This experience was new to them. It was like workmen bending over the lathe with the "boss," and the boys enjoyed it. Since the month was February, the month of Catholic Press Week, it was easy to have the students write stories of a sound moral character without being pietistic. As a let-down from the task of original writings, imitations were then done of the journalistic Falstaffs. Some of the versifiers out-Nashed Ogden himself. Many boys wrote verbosely about home gardening, women in industry, etc., in the manner of Baer. It was all in fun; and their direct contact with the side-splitting masque of humor in literature made them aware of the lighter side of the study of English.

The goal in supplementary reading is to cultivate a liking for good books and to awaken interest in various fields by a wide literary acquaintance. The aim is not to accumulate facts, but rather to become acquainted with old books and new. A good reading program is most helpful to a liberal education. Through association with great minds, especially those revealing the splendid heritage of Catholic thought and culture, a boy's mind and character develop upon a solid foundation. The class treasury for book reviewing was the excellent book shelf in *America*. Old copies of the periodical were given to each of the boys, who read the succinct reports as written by experts, thus revealing the importance of concisely nutshelling the purpose of the book. The book reports were, at the most, three paragraphs long. A check on the performance of students averse to all types of reading was the required written list of superior examples of "word-stitching" (figures of speech) which they found in the books. This project had an unforeseen result. Many of the boys were mystified at the frequency of italicised foreign words and expressions in books. Admittedly, these occasional foreign phrases lent a tang to the enjoyment of a book. The boys had also become aware that

⁴ "Picturesque Speech and Patter," *Reader's Digest* (August, 1940).

authors obtained finesse in the technique of writing by borrowing from another language, since current English is not always adequate to their purpose. Lists of these "bon mots" were compiled, and while their incorporation into written assignments was clumsy at first, gradually they reached the point of appropriateness.

Dr. Alfred Noyes's theory that poetry's strongest point is its unconscious religion and, conversely, that religion's strongest is its unconscious poetry, provided an incentive to attempts at writing poetry with a Catholic tone. One week was devoted to the dramatic poetic qualities of the Mass and sacred liturgy. Our Lord's own words, even in translation, possess a direct but rhythmic simplicity. After some preliminary study, the boys were ready to tune their own lyres. The results showed one thing conclusively, that the war had completely invaded the classroom. Everyone submitted attempts—more or less poetry—with the wicker of war giving shape and meaning to them.

The year ended with this project, leaving the teacher ruminating on his experiences, and wondering if he had not hit upon an answer to some of the problems of English teaching in this postwar world. Reconversion from a mechanical and technical curriculum, streamlined for utility, to one in the Catholic tradition of the liberal arts is a real and pressing need. Teachers should make their teaching reach out over the threshold of routine, and strive to make that teaching consuming and Christ-like.

Reading the Bible to Children

GERALD EHRLICH

School of Education, City College of New York

A FEW months ago I walked into the playroom of a nursery school for three-year-old children. Under my arm I carried a small copy of the Bible. Most of the children knew me rather well since my own daughter attended regularly. Before a minute had passed most of them were shouting for a story, whereupon I sat myself down on one of the very small chairs and proceeded to read—from the Bible.

I read very slowly and deliberately. At times I simplified the material. In other situations I drew mental pictures describing scenes and actions. I could tell from the expressions upon their faces that they were keenly enjoying every moment of the session. And when I stopped there were shouts of

"More, please—more."

"Don't stop—more stories."

"Don't go—stay—read some more."

I did keep on reading and literally acting every word for them, and that night I sat down to analyze and interpret the underlying reasons for the apparently successful reading hour. Three points emerged that clearly form the basis for the regular practice of reading the Bible to your children regardless of age.

First there was definite evidence of the entertainment value of carefully selected sections. Subsequent experience, however, indicated that any part of the Bible could be used with the same degree of success. The keen interest of the children showed that they were entertained, and the term "entertainment" is used advisedly. This reaction might be amplified by stating that psychologically the source material was interesting enough to hold their attention beyond the normal span usually accorded to three-year-olds. Essentially it proved what has been shown time and again, namely, that the Bible does make fascinating reading.

Secondly, there was the educational value that is implied in reading as a necessary factor in all education. It is generally agreed by competent authorities that children who have been exposed to reading tend to be more adequately developed and further advanced than children who have not been exposed to

reading. Well, there was no question of the fact that I had hit upon this area, but the important point was that I had utilized the Bible as my reading content.

The third point included the satisfaction of knowing that there was again an exposure to the fundamentals of religion. What better time and period of a person's life could this kind of religious training be offered than at such impressionable age? It eliminated the necessity of an unreal pressure, it created in vivid form and mental essence some of the great stories of the Bible and, what was more remarkable, that one period established a regular practice for the children at this particular nursery school.

MERE READING NOT SUFFICIENT

Mere reading, however, is not sufficient. There must be some understanding of the psychology of three-year olds. Physiologically their bodies demand large muscle movement. Something that can overcome for the while this unconscious urge must be substituted. In this case I used exaggerated voice pitch, stalked up and down the floor, repeated words that had flowing sounds. Their faces followed every bodily move that I made. Their eyes opened widely as my voice rose or fell in volume and intensity. There were moments when I found myself so completely absorbed by their reactions that I felt impelled to make greater efforts at providing a greater degree of satisfaction for these little human beings.

Of course it requires interest, an understanding of children, time and patience. But when one stops to think of the possible outcomes of spending one hour a week with your own children, the rewards in future adolescent development are tremendous. It can be done so easily. It does not require the training of a professional actor. Nor does it demand a profound knowledge of the Bible. What is needed is a greater understanding on the part of parents in general. Children like to hear stories, they love colors and action, they dote upon sounds of the forest, the wind and animals. Let them have it—the Bible will provide all of these factors for them.

The Catholic University Research Abstracts*

A History of State Legislation Affecting Private Elementary and Secondary Schools in the United States, 1870-1945

By SISTER RAYMOND McLAUGHLIN, O.S.B., Ph.D.

The purpose of this study has been to trace the development of state legislation pertaining to private elementary and secondary schools from 1870 to the present time; to indicate the trends in this development; and to examine and evaluate the legal aspects of the state-private school relationships in terms of the criteria furnished by the Catholic philosophy of life and of education.

Some of the conclusions drawn are as follows: (1) expediency rather than principle determined the existing educational pattern; (2) private schools were given protection by courts when their existence was threatened; (3) private schools are hampered by the burden of double taxation; and (4) denying public support to private schools is inconsistent with principles of Catholic educational philosophy and of American freedom and justice.

Limitations Imposed upon the Rights and Powers of Respective States over Education by the United States Supreme Court

By REVEREND STANISLAUS B. WITKOWIAK, Ph.D.

The purpose of this dissertation was to discover to what extent the powers of the states were limited by the constitution of the United States. The United States Supreme Court decided that the state may not: (1) impair the obligations of charters of private schools, if such charters confer no power on the state to alter, amend, or repeal the same; (2) interfere with a federal donation to a privately controlled school; (3) tax the property of private

¹ Copies of these doctoral dissertations may be obtained from the Catholic University Press, Administration Building, The Catholic University of America, Washington 17, D. C.

schools which has been expressly and perpetually exempted by the state; (4) impair the obligations arising from teacher-tenure legislation which is considered as contractual; (5) deprive private schools of their property by compelling parents to send their children only to public-supported schools; (6) restrict the teaching of modern foreign languages in private or public schools; (7) discriminate as to color or race in offering educational opportunities to its citizens; (8) burden correspondence schools engaged in interstate commerce; and (9) claim immunity from suit for its schools.

A Study of the Concept of Integration in Present Day Curriculum-Making

By REVEREND ROGER J. CONNOLE, PH.D.

The purpose of this study was to discover just what modern educators were aiming at in their efforts to integrate the curriculum and also to evaluate their aims and methods in the light of Catholic philosophy.

The findings indicate that the objective of integration is to so arrange all school activities that each will contribute toward one end, namely, the adaptation of the pupil to a democratic society. That is, the pupil should be taught to modify all the influences of his environment in order to experience the fullest possible personal satisfaction.

The social and psychological theories presupposed by the advocates of integration have been evaluated in the light of Catholic principles and the data of psychological research. The modifications necessary in order to harmonize with Catholic social teaching are indicated.

A Study of Objectives and Trends in the Teaching of Citizenship in Elementary Schools

By SISTER M. THOMAS JOHANNEMANN, O.S.B., PH.D.

This study is concerned with one of the most important problems confronting education today—methods of inculcating good citizenship in the youth of the nation.

The construction of a program to meet this need entailed a survey of the various current programs of education for citizenship throughout the country. Four of the six chapters of this dissertation are concerned with the methods of citizenship training now in use in American school systems. The first chapter presents the investigation and includes the statement of objectives of ideal citizenship formulated on the basis of Catholic philosophy. Another chapter is devoted to a consideration of a program devised to develop a God-like love for the right order and the Christian ideal of citizenship.

Elementary School Notes

SIGHT AND SOUND IN ELEMENTARY EDUCATION

PRACTICAL help for the elementary school teacher who desires guidance in selecting and securing motion picture films, filmstrips, slides, and transcriptions will be provided in this section of THE CATHOLIC EDUCATIONAL REVIEW in this and in subsequent issues.

While it is recognized that none of the commonly used audio-sensory aids can usurp the place of the teacher in education, still these materials, if properly utilized, can contribute to a better understanding on the part of the pupil of what is being learned. Furthermore, these aids possess potentialities not only of assisting the child to remember for a longer period of time the information he has acquired, but also of aiding children to learn more in a given time. There is experimental evidence available to support this claim. Though the data accruing from these experiments are not conclusive, they are cogent enough to persuade both the tyro and the experienced educator of the possibilities which audio-visual aids offer toward the quickening and the improvement of the teaching-learning process.

Most thoughtful teachers who realize the value of multiple-sense appeal in developing concepts look with favor upon the proper application of audio-visual aids in instruction. It is to these that the following pages are directed.

Instead of presenting a general list of films, filmstrips, slides, records and radio transcriptions, as is frequently done in some current periodicals, it is proposed to devote each of the issues, for some time to come, to a presentation of audio-visual aids which will contribute to better teaching and learning of a particular subject in the elementary school curriculum. Because of the growing cognizance of the importance of the social studies both as a subject in itself and as correlated with religion, attention will be focused on this phase of the curriculum. The topic for this issue is TRANSPORTATION, with special emphasis on this unit at the primary grade level.

In order to orient the reader and to prevent any confusion due to a lack of misunderstanding of the terms basic to a discussion of this nature, a brief definition of these terms is pertinent:

- film.....series of numerous separate and distinct still pictures which are closely related, and which are projected on the screen within a prescribed period of time.
- classroom film.....film which, similar to a textbook in a given subject, or text film has been designed with the specific purpose of presenting information concerning a chosen topic or unit, or which portrays a given skill in some mental, social or manual operation.
- industrial film.....film produced and issued by an industrial firm to advertise a product, process, etc.
- documentary film.....film partaking of the characteristics of a strictly factual, educational film, and the dramatic, fictionized, theatrical film.
- photoplay.....drama of a well-known classic in film form.
- filmstrip.....type of projected still picture. Individual pictures are printed in sequential series on 35 mm. safety film, and can be moved backward or forward in the projector.
- slide film.....filmstrip accompanied by recorded sound.
- stereo-filmstrip.....filmstrip with a three-dimensional effect. Each picture consists of two pictures of a single scene, and is printed as pairs on 35 mm. film strip.
- microfilm.....a very small photograph of a much larger printed page of a book, magazine, newspaper, etc., recorded on 16 mm. or 35 mm. film.
- lantern elide.....a $3\frac{1}{4} \times 4$ in. piece of glass plate with an image on one side of it.
- miniature slide.....a 2×2 in. piece of 35 mm. translucent film in color or in black and white, mounted in a cardboard holder or protected by glass in a special binder.
- kadochrome slide.....a miniature slide in color.
- filmslide.....a slide with a three-dimensional effect. Each picture consists of two pictures of a single scene, and is mounted between covered glass.
- stereograph.....a picture which produces the impression of the third dimension: depth. (The picture is taken with a two-lens camera, approximating the views on the retina of the eye.)
- stereoscope.....optical instrument with a pair of lenses separated by a small metal partition to keep the right eye from seeing the left view and vice versa.
- projector.....machine in which slides or films are shown.
- standard lantern.....a machine for showing glass slides $3\frac{1}{2} \times 4$ in. in size.
- projector
- stripfilm projector.....a machine made to project pictures printed on a strip of film instead of on glass slides.
- tri-purpose projector...a projector in which filmstrips, glass slides, and microfilms may be used.

- transcription.....sound recorded on a 16-in. disc at the rate of $33\frac{1}{3}$ revolutions per minute. Such a recording can carry fifteen minutes of program on a single side of the disc.
- phonograph record.....sound recorded on an 8, 10 or 12 in. disc at the rate of 78 revolutions per minute. Such a recording can carry from three to five minutes of program on a single side.
- radio recording.....transcription of a radio program so that it can be repeated over and over again.
- instantaneous.....a recording which can be played back immediately after it is made, in contrast to commercially produced transcriptions or phonograph records which are usually "pressings" from a master disc.
- recording

TRANSPORTATION IN FILM, FILMSTRIP, AND SLIDE

All the items given below have been subjected to try-outs, and found educationally valuable:

FILMS

AIRPLANE TRIP. (11 min.) Sound. 1938. Price \$50. Rental \$1.50. Primary Grades (classroom film) 16 mm.

A mother and young daughter take a trip from Los Angeles to Salt Lake City. Pictures show: boarding the airplane, interior of plane, fastening of safety belt, duties of hostess, pilot at controls, views along way, landing at airport.

Can be secured at Encyclopedia Britannica Films, Inc., 20 North Wacker Drive, Chicago 6, Ill.

CHILDREN'S AIRPORT EXCURSION. (15 min.) Sound. Rental \$1.50. Primary Grades (classroom film), 16 mm.

Forty-two children emerge from a bus at an airport. They observe all the activities at an airport.

Can be rented from Encyclopedia Britannica Films, Inc.

AIRPLANES. (30 min.) Sound. 1944. 16 mm. 3 reels. FREE. Elementary Grades.

Crammed with behind-the-scenes events in the manufacture and maintenance of the sky giants of today. Contains scenes of mines, oil fields, gasoline plants, plane-production factories, maintenance shops of large commercial air lines, and engine production and testing centers. Everyone will remember the animated drawings showing how and why a plane flies.

Can be secured by writing to the Bureau of Mines Experiment Station, Graphic Services Section, 4800 Forbes Street, Pittsburgh 13, Pa.

STORY OF THE AIRSHIP. (10 min.) Sound. 16 mm. 1 reel. FREE. Elementary Grades.

The story of the airship is told in pictures which depict the beginning of American balloon-making and flying, and the development of small airships (blimps) for student training, experimental, and commercial purposes.

Secure at the Goodyear Tire and Rubber Company, Motion Picture Department, Akron, Ohio, or Los Angeles, Calif.

ATTITUDE GYRO. (15 min.) 1945. Sound. 16 mm. 2 reels. FREE. Elementary Grades.

This comparatively new instrument, which indicates the position of the airplane in any maneuver, is shown in operation in this film.

Procurable at the Sperry Gyroscope Company, Inc., Central Film Services, Great Neck, New York.

BELL HELICOPTER. (18 min.) Sound. 16 mm. 2 reels. FREE. Elementary Grades.

Shows various helicopters in action and describes the new principle in helicopter design on which they are based. Details of helicopter flight and control are fully illustrated.

Can be secured at Bell Aircraft Corporation, Motion Picture Division, 2050 Elmwood Ave., Buffalo 7, New York.

Note: A further list of films together with a list of filmstrips, and slides on air, land, and water transportation will be treated in the February issue.

News from the Field

Death of Father Valentine Schaaf, O.F.M.

The Most Rev. Valentine Schaaf, O.F.M., the first American-born Minister General of the Order of Friars Minor, died in Rome, December 1st, at the age of 63 after suffering a cerebral hemorrhage.

Father Schaaf, who was the 113th successor to St. Francis of Assisi as head of the Order, had just recently returned to Rome from the United States to take part in the beatification of the 29 Boxer Rebellion martyrs, most of whom were Franciscans. Only a few days before his death the Franciscan General had attended Thanksgiving Day services at Santa Susanna, the American Church in Rome, and the day before that he had taken part in ceremonies at St. Anthony's Church in Rome honoring the Chinese martyrs of the Boxer Rebellion.

During his recent three-month stay in America, Father Schaaf visited the principal Franciscan houses in the United States, Mexico, Canada and Cuba, and also presided at the annual meeting of the Franciscan Provincials of North America in Washington last October.

The late Franciscan was appointed Minister General of his Order in July of last year, in a special decree issued by the Sacred Congregation of the Affairs of Religious because war conditions made a general election impossible at the time. His term of office was to have lasted for five more years. The Very Rev. Pacificus Penantoni, a Franciscan of the Venice Province in Italy and at present Procurator General, will head the Order until the next general chapter or a new appointment by the Holy Father. He will have under his jurisdiction about 30,000 priests, Brothers and seminarians of the First Order, some 100,000 Sisters, and about a million and a half lay people of the Third Order.

Born in Cincinnati on March 18, 1883, Father Schaaf was educated at St. Joseph's Parochial School and at St. Francis Seraphic College in Cincinnati. He made his profession in the Order of Friars Minor on August 15, 1902, and studied at the Franciscan monasteries in Louisville, Ky.; Cincinnati, Ohio; and Oldenburg, Ind., where he was ordained in 1909. He also took courses at the Catholic University of America.

From 1909 until 1918 he served on the faculty of St. Francis Preparatory Seminary in Cincinnati and later on the teaching staff of Holy Family Monastery in Oldenburg. In 1928 he joined the faculty of the Catholic University of America and became dean of its School of Canon Law in 1933. In 1939 he was called to Rome to serve on the Order's definitorium as Counsel for the English-speaking provinces of the world.

Pope Pius Presented with U. S. Catholic Textbooks

White and gold bound copies of sixteen books prepared by the Commission on American Citizenship of The Catholic University of America which were sent to Rome by the Rt. Rev. Patrick J. McCormick, president of the Commission, were presented to His Holiness, Pope Pius XII. Msgr. Frederick G. Hochwalt, director of the Commission, made the presentation.

These books represent work done for the Catholic elementary schools in accordance with the instruction to the University of the late Pope Pius XI to build a constructive program of social education designed to command "the admiration and acceptance of all right-thinking men."

To date, the Commission has built a curriculum and a series of readers for elementary schools and is now working on additional textbooks and a high school curriculum.

The entire program, as envisioned by Pope Pius XI, has been concerned with the building of better citizenship by the teaching of the applications of Christian principles to the social problems of daily living.

Books sent to the Holy Father include the Commission's statement of principles, *Better Men for Better Times*, by the late Rt. Rev. George Johnson; three volumes of the curriculum, *Guiding Growth in Christian Social Living*; and twelve readers, from pre-primers through Grade VIII, of the *Faith and Freedom Series of Readers*.

"Catholic Colleges Must Face Problem of Living Wage for Staffs"

Catholic institutions must face the problem of paying their lay faculty members a just living wage in keeping with the Papal encyclicals, the Rev. Francis L. Meade, C.M., vice-president of Niagara University, told delegates from 46 Catholic colleges at the annual meeting of the Eastern Regional Unit of the College

and University Department, National Catholic Educational Association.

Father Meade presented the results of a questionnaire he sent to the presidents of 144 public and endowed private colleges, showing the following figures as the prevailing salaries for the various teaching grades in the institutions surveyed:

For professors, the average minimum, \$3,914; average maximum, \$6,015.

For associate professors, average minimum, \$3,530; average maximum, \$4,441.

For assistant professors, average minimum, \$2,738; average maximum, \$3,422.

For instructors, average minimum, \$2,051; average maximum, \$2,820.

The Rev. Cyril F. Meyer, C.M., dean of St. John's College, Brooklyn, was elected chairman of the unit; the Very Rev. John J. Long, S.J., president of St. Joseph's College, Philadelphia, Pa., vice-chairman; Brother Potamian, F.S.C., dean of Manhattan College, New York, secretary; and the Rev. Edward M. Dwyer, O.S.A., dean of Villanova College, Villanova, Pa., representative on the N.C.E.A. national executive committee.

N.C.E.A. to Meet in Boston, Easter Week

The Forty-fourth Annual Meeting of the National Catholic Educational Association will be held in Boston during Easter Week, April 8, 9, and 10, 1947. Excellent arrangements have been made for the meetings of all departments and sections in the Statler Hotel, the Armory, and New England Mutual Hall.

The Association is welcomed to Boston by His Excellency, the Most Reverend Richard J. Cushing, Archbishop of Boston, who has appointed a committee to make the initial arrangements for the annual meeting. This is the second meeting of the Association to be held in Boston. The first one was conducted about thirty-eight years ago on July 12-15, 1909.

Many members of the Association will no doubt avail themselves of this opportunity to visit this historical city for the purpose of participating in the deliberations of the meetings. An active local committee and the respective program committees will endeavor to make this visit to Boston of great advantage to all.

News in Brief

The Archdiocese of New York will erect a boys' high school dedicated to Archbishop Aloysius Stepinac of Zagreb, who is now unjustly a prisoner of the Yugoslav Government "because of his loyalty to God and to the principles of truth," it was announced by His Eminence Francis Cardinal Spellman, Archbishop of New York.

The auditorium and gymnasium of the school, which will be built in White Plains, N. Y., will be a separate unit perpetuating the memory of the late Major Edward A. Bowes, the Cardinal stated. Erection of the Bowes memorial unit will be financed by His Eminence from the Major's bequest to the Cardinal.

* * * *

Fifty Messmer High School girls and alumnae have found a fascinating extracurricular activity in helping the blind by transcribing in Braille, under the direction of two trained nuns, the *Catholic Herald Citizen*, Milwaukee archdiocesan weekly, reports.

Staff Writer Janet Imse describes how the group was organized at the Milwaukee Catholic school as a result of an appeal by the Rev. James Graham, field secretary of the Milwaukee Conference of the Catholic Student Mission Crusade, who asked Crusade units to help the blind. The first Messmer group was taught by blind Mary Adams, who holds a degree in Braille.

Sister M. de Pazzi, a member of this first group, has since taught other student groups at Messmer and some of the nuns, including Sister M. Marguerite, who now has a Braille class of her own. At the present time there are two regularly scheduled classes of 15 students each, meeting one afternoon a week, a third group, composed of alumnae, which meets in the evening, and 12 to 15 other girls who work in small groups with the Sisters at other times.

* * * *

The old Natchitoches, Louisiana, public high school has been sold by parish (county) authorities to Bishop Charles P. Greco, of Alexandria, for \$23,000. It will be used for additional facilities of St. Mary's Academy. The officials, who received other offers, took into consideration that through Bishop Greco's offer the building would be used for educational purposes.

The 1947 circuit of the Summer School of Catholic Action has been established, it has been announced in St. Louis by the Rev. Daniel A. Lord, S.J., founder and director. Sessions will be held at the school at St. Louis University, June 16 to 21; at Boston College, June 23 to 28; at Loyola College, Montreal, June 30 to July 5; at Our Lady of the Lake College, San Antonio, Texas, July 28 to August 2; at Fordham University, New York, August 18 to 23; at the Morrison Hotel, Chicago, August 25 to 30. Dates for a session to be held in St. Paul, Minn., will be announced later.

* * * *

Mother Mary Xavier, principal of the Academy of the Holy Angels, New Orleans, and widely known as a creator and director of religious pageants, has been elected to her third term as Provincial Superior of the Marianites of the Holy Cross in Louisiana.

Mother Xavier has presented 19 pageants to Louisiana and national audiences, among them the spectacle "Forward with Christ and the Cross," shown to the National Catholic Educational Association convention in 1941. She is now making plans for the celebration of the Marianites' centenary in Louisiana in 1948.

* * * *

The Rev. Michael Kenny, S.J., a former regent of the Loyola University of the South Law School, teacher and author, has died at the age of 83, after serving 60 years in the Society of Jesus and 49 in the priesthood. Father Kenny was the author of "No God Next Door," a story of Mexico: "The Romance of the Floridas"; "The Jesuits in Florida"; and "Catholic Culture in Alabama." He taught in Macon and Augusta, Ga., Galveston, Texas, and Spring Hill, Alabama.

* * * *

Traffic accidents took the lives of 2,300 school-age children in 1945, the National Safety Council reports. One out of six of the killed or injured was coming from behind a parked car and one out of four was playing in the roadway.

Reviews and Notices

Teaching the Social Studies in Elementary Schools, by E. B. Wesley and M. A. Adams. Boston: D. C. Heath & Co., 1946. \$2.75.

Teachers and supervisors of elementary school instruction will do well to include *Teaching the Social Studies in Elementary Schools* in their repertory of professional reading. More and more is the public turning expectantly to the elementary school to lay the foundations of good citizenship, and to the social studies as one medium to the achievement of this goal. Very opportune, then, is this new synthesis of knowledge concerning the teaching of the social studies in the elementary school.

More systematically, perhaps, than anyone before, have the co-authors of the book under consideration succeeded in presenting an orderly view of the basic problems which are of peculiar significance in this field at the elementary school level. Issues concerning the objectives, the curriculum, basic procedures, materials of instruction, and evaluation in the social studies are dealt with in so lucid a manner as to ensure comprehension by even the uninitiated.

Those who are familiar with Wesley's excellent, extensive treatment of the social studies in a previous publication will recognize much in the present volume to be a reiteration of the fundamental principles exposed in the former. Yet it would be erroneous to assume that the contents of the latter, of which Wesley is a co-author, is entirely repetitious in nature. Obviously, the books stem from the same root; the differentia lies in the range covered. The earlier book, although purporting to consider the problems involved in the teaching of the social studies in general, is actually written with a view to their solution at the high school level. In contradistinction, the book being reviewed deals exclusively with the social studies in the elementary school.

With the province of the book circumscribed in this way, the authors have been able to present a discussion of virtually the entire gamut of issues of particular interest to the elementary school teacher of the social studies. This characteristic alone will undoubtedly make a practical appeal to these teachers.

Outstanding among the helpful features of *Teaching the Social Studies* are suggestions for developing units, and the inclusion of

specimen programs of social studies curricula. Here, as elsewhere throughout the book, one notes the attempt to bring a theoretical exposition to practical focus in the form of concrete illustrations. Stimulating, too, is the proposed plan of grading social studies content.

Though several propositions may prove quite provocative, the book in general promises possibilities of giving teachers and supervisors an interpretative and unifying direction in dealing with the diversity of basic concepts, content, materials of instruction, and teaching procedures which constitute the field of social studies in the elementary school.

SISTER MARY VERNICE, S.N.D.

Department of Education,
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Catechetical Documents of Pope Pius X. Translated and edited by Joseph B. Collins. Paterson, N. J.: St. Anthony Guild Press, 1946. Pp. 204.

A Symposium on the Life and Work of Pope Pius X. Prepared by Episcopal Committee of the Confraternity of Christian Doctrine, 1312 Massachusetts Ave., N.W., Washington, D. C., 1946. Pp. 304.

These appear to be companion and mutually complementary volumes. The occasion for their publication was the fortieth anniversary of the encyclical *Acerbo nimis* (1905) on the teaching of religion. The moving spirit behind each book was undoubtedly Bishop O'Hara, chairman of the episcopal committee.

The first work contains a biographical study of Pius X and a history of catechetical legislation. Dr. Collins then gives an English translation of twenty-one documents of the Pope which treat of the teaching of the catechism. The provisions of Canon Law on the subject are added. Then come thirteen more extracts from documents which, while treating directly other problems, contain matter on the teaching of religion. The second half of the volume contains the documents in their original language, whether that be Italian, French or Latin.

The *Symposium* consists in the main of thirteen essays which deal with the activities of the Pope in relation to the specific topics discussed. A biographical sketch of Pius X comes first, by

Dr. R. M. Huber. Dr. J. M. Egan's title is "Integrity of Doctrine," Magr. W. L. Newton's is "Sacred Scripture," Dr. J. B. Collins has "The Diffusion of Christian Teaching," Fr. J. V. Sommers "Catholic Action," Fr. Diekmann "Lay Participation in the Liturgy of the Church," Dr. G. Ellard "Frequent and Daily Communion," Dr. Bandas "Eucharistic Formation of Children," Fr. Ehmann "Church Music," Fr. Finn "Revision of Roman Breviary and Reform of Curia," Dr. J. D. Hannan "Ecclesiastical Discipline," Dr. Plassmann "The Priesthood," Fr. Mix "The Cause of Pius X." A sermon by Bishop O'Hara is included and also a very valuable bibliography of Pius X by Dr. R. M. Huber.

American Catholics, as well as others, feel an enthusiasm over anything that concerns the "Peoples' Pope." Consequently each writer in these volumes under consideration shows that his is a work of love. This is the best aspect of the books. In the first volume Dr. Collins has assembled documents which will prove of value to many teachers. It is the *spirit of religion* that breathes through the works of the saintly Pope. Those who ponder his writings will reflect some of the same spirit.

The second book was issued "with a view to promoting the Cause of the Venerable Servant of God, Pius X." Since that was the main purpose, one wonders why there was not included a more specific and detailed treatment of the spirituality of the Pope. The essay of Fr. Mix does emphasize the spiritual qualities of the Pope and, indeed, all of the writers make reference to his holiness. But a volume such as this might well contain more detailed information on the reasons why the cause for the canonization of Pius X is being pushed.

Faults in the editing and planning of the *Symposium* are evident from the point of view of overlapping and repetition. The reader gains the impression that an individual writer was not aware of how another writer was treating his subject. For instance, the biographical data found in Dr. Huber's essay and in Fr. Mix's essay overlap. Music is treated both by Fr. Diekmann and Fr. Ehmann. Modernism and Scripture overlap in Magr. Newton's essay and in Dr. Egan's.

The reader is easily impressed by the wide range of accomplishments of Pius X. Likewise his foresightedness is portrayed in a number of the essays. For instance, Dr. Hannan shows the sagacity of the Pope in using a *Motu Proprio* (p. 240). In an

important and valuable essay Dr. Ellard leaves up in the air the question of whether or not Communion may be offered for others. He seems to wish that the practice be recognized as legitimate. The correct solution would seem to be to teach the people how they share in offering the Mass. They "offer" before they receive.

WILLIAM H. RUSSELL.

Department of Religious Education,
The Catholic University of America.

Educational Administration, A Survey of Progress, Problems, and Needs. Edited by William C. Reavis. University of Chicago Press. 216 pp. \$2.

The record of the proceedings of The Fifteenth Annual Conference for Administrative Officers of Public and Private Schools, held during the summer term of 1946 at the University of Chicago, is a valuable resource in the growing literature of educational administration. It contains a thorough and interesting survey of the progress, problems, and needs of educational administration. As a tribute to the untiring efforts of the conference's very capable director, Dr. William C. Reavis, who is retiring after fifteen years of inspiring leadership, and as a means of facilitating the assumption of his duties by the new director, the volume is planned and written from a "stocktaking" point of view. The audit reveals rich dividends in progress for the cooperative labors of the Department of Education of the University of Chicago and the school administrators of the Middle West.

The theme of the program is discussed in five parts: Foundations of Modern Educational Administration, Scientific Bases of Educational Administration, Staff and Curriculum Administration, Educational Administration as Efficient Management, and Expanding Administrative Responsibilities. Each topic is developed through three papers, outstanding for their insight, clarity, and usefulness. A skillful blending of theory and practice in the selection of discussion leaders both from those engaged in the preparation of school administrators and from those employed in the field gives the work a sensible tone. The evidence of research and the soundness of advanced thinking on the problems of school administration mark the book as a valuable aid to those dismayed because of the difficulties in administration or discouraged because of unrealized

needs. Though it concerns itself with some problems that are peculiar to public school administration, Catholic school administrators will find in it much that is worthwhile regarding their own problems.

Besides being a worthy contribution to the literature of educational administration as such, the proceedings furnish a concrete example of the benefits that accrue from wise planning of conferences. By intelligent coordination of the efforts of those who teach administration and carry on productive scholarship and research and those who utilize these services in improving administrative organization and practice, they teach an important lesson in planning cooperative endeavor—a lesson so flagrantly and so frequently ignored by powers that design educators' meetings.

JOSEPH A. GORHAM.

Department of Education,
The Catholic University of America.

An Approach to Guidance, by Dorothy Edna Baxter. New York: Appleton-Century Company. \$2.50.

An author choosing the subject of guidance today runs the risk of being repetitious unless he can bring to the subject new treatment or a new viewpoint. Miss Baxter endeavors to do both in *An Approach to Guidance*.

She departs radically from the typical textbook style by devoting the first half of the book to running narrative and the second half to a statement of 153 principles which explain or motivate the actions of the characters of the narrative. Marginal numbers on each page of the story correspond to the numbered principles in such manner that the reader uses both parts of the book at the same time.

The story is that of a teacher who goes into a public school to organize and direct the guidance services of the school. The narrative carries her through her first year in the Hampton Public Schools, a system with an autocratic administration and a fairly high state of tension among its teachers and pupils. Although the director of guidance counsels students who are referred to her, she appears more active among the teachers. This emphasis on one of the obstacles to pupil growth and on the possibility of teacher-

counseling represents a viewpoint not often brought out by writers in the field of guidance.

The author makes no attempt at a comprehensive presentation of guidance techniques, but directs her attention largely to the problems that beset the public school teacher and which, if left unsolved, warp her personality and leave her unfit to guide youth.

To this reviewer the claim that the book meets the need of those "who are interested in obtaining a résumé of the present thinking and methodology in public school guidance" seems unwarranted in that the principles and techniques given are far too sketchy and the cases cited too restricted in their nature to support that claim. Another weakness lies in the contrast between the counselor's emphasis of the principle that "it is the responsibility of the individual being counseled to solve his own problems" and the highly directive methods the counselor uses when confronted with a problem.

Despite these inconsistencies, the book might well be used by prospective teachers to further their understanding of the professional group in which they will take their places. The new teacher and those already in service may be able to identify themselves among the characters and come to understand the need for personal adjustment. And administrators may find among the pages a few timely hints on the causes of teacher unrest.

MARIE A. CORRIGAN.

Department of Education,
The Catholic University of America.

Towards the Eternal Commencement, by Rev. Clarence E. Elwell and others. Chicago: Mentzer Bush & Co., 1946. Pp. 576.

This is the final volume in the high school series of religion, *Our Quest For Happiness*. It maintains the unique standards set up by its predecessors. As in the earlier volumes, there is a mature treatment of the problems, with every possible pedagogical device to facilitate the presentation to the students. The externals of the series continue to be attractive, with beautiful photographs, many of them in color.

The present volume deals with the Blessed Virgin, preparation for death, states of life, problems of justice, and a summary of apologetics. In discussing justice, full attention is given the problem of social justice. The encyclical *Quadragesimo Anno* is sum-

marized, and its teachings are applied to the world around us. The question of Communism, so urgent today, is given adequate discussion.

In the apologetics section, much thought and labor have gone into the presentation of the arguments for the existence of God. It is amazing to see the great proofs from order and from contingency presented in simple but accurate language. The second step, of proving the divinity of Christ and the divine origin of the Church, is equally well done.

It is difficult for a reviewer to restrain his enthusiasm for this book and for the series as a whole. When viewed in comparison with the earlier treatments of the last century, it is St. Thomas' *Summa* set against the apologetics of Justin Martyr. If graduates of our high schools could master this series, they would have the intellectual foundation of apostles. We would have no more of: "I know the Church is right, but I cannot prove it." Or: "I am a Catholic because my parents are Catholic." The publishing of these texts is truly an apostolic work of major importance. We wish the publishers success, and hope that similar texts will be forthcoming in other fields.

JOHN F. CRONIN, S.S.

Washington, D. C.

Under the Red Sun, by Forbes Monaghan. New York: Declan X. McMullan Company. 1946. \$2.75.

This book is recommended for a high school or college library. It is a vivid and in places a heartrending description of events and individual experiences during the Japanese occupation of Manila, 1941 to 1945. The author is a Jesuit priest, formerly Professor of Philosophy at the Ateneo de Manila and at present chairman of the National Educational Congress in Manila. His story is of special interest to educators and students because it is concerned principally with the experiences of the faculty members and the students of the Jesuit university. But there are also moving accounts of heroic loyalty and service to the American cause on the part of Filipinos of every walk in life. This reviewer finished the book with conflicting emotions. On the one side there was intense admiration for the American soldiers and sailors who made the brave but futile defense of Manila and Bataan in

1941 and 1942, for those who recaptured the islands in 1945, for the Filipinos whose loyalty never wavered during the terrifying years of the occupation. On the other hand one feels indignant at the lack of foresight and the ineptitude, shown by our leaders, in planning for the defense and aid of the islands, and also at the forgetfulness and inefficiency of many of our government officials after the war was over. Father Monaghan has done well in bringing both sides of the picture to our attention.

M. J. McKEOUGH, O.PRAEM.

Department of Education,
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Memories and Men, III. A Tribute to The Rev. Felix M. Kirsch, O.F.M. Cap., by Francis S. Laing, O.F.M. Cap. Pittsburgh, Pa.: The Catholic Home Journal, 1946. Pp. 101.

This sketch of the life and activities of Rev. Dr. Felix Kirsch is an effort to record his noble achievements as priest and educator. We who were associated with Father Felix in his appointed field at The Catholic University of America regarded him as a devout religious and an indefatigable worker.

Next to religion Dr. Kirsch's chief concern was about education. He served as secretary of the College division of the Catholic Educational Association and was also a member of the advisory board. His activities as secretary of the Franciscan Educational Conference led to his being called to Rome and Assisi. He was a favorite speaker at diocesan Teachers Institutes, having served at Boston, Louisville, Green Bay, Providence and Milwaukee. He addressed numerous Parent-Teachers associations. He had a wide acquaintance among Catholic teachers and was always eager to urge them to fruitful discussion about matters educational.

The influence of Dr. Kirsch as a writer may be measured in part from the titles of his books, translations, pamphlets, and articles listed on pp. 94 *et seq.* of this booklet. He was the author of *The Catholic Teacher's Companion* and *Sex Education and Training in Chastity*. His translation of Otto Willmann's *Didaktik als Bildungslehre* in two volumes under the title *Science of Education* was a serviceable contribution

to the field of education. This work of Willmann has solid worth and maintains a place in the front rank of educational literature. Among the works of which Dr. Kirsch was joint author, *Catholic Faith* (3 vols.) with their respective teaching Manuals are outstanding. The coauthor of *Catholic Faith* and the Manuals was Sister M. Brendan, I.H.M. These textbooks of religion were based on the Catechism of Cardinal Gasparri. According to a letter of Dr. Kirsch dated Feb. 10, 1943, till then 850,000 copies of *Catholic Faith* had been distributed.

In October of 1944 Dr. Kirsch was appointed coeditor of THE CATHOLIC EDUCATIONAL REVIEW. It was the last great task that he undertook. Previous to his appointment as coeditor he had been a regular contributor to the REVIEW. To him the editing of an educational journal was an extremely great pleasure. Although his unexpected death determined that his service in this regard was to be limited to a few months of effort he was eminently successful during that short period of time in securing trained men in the various fields of learning to contribute book reviews and articles.

The Capuchins deserve commendation for preparing this very appropriate tribute to Father Felix. He was a credit to the Community. The students and associates of Father Felix will find within the pages of this booklet an adequate record of his educational activities and zealous efforts in behalf of the Church and Catholic education.

FRANK P. CASSIDY.

Department of Education,
The Catholic University of America.

Annual Report, General Education Board, 49 West 49th St., New York. 136 pp. Illustrated. 1945.

It is not generally known that the General Education Board, which was founded in 1902 by John D. Rockefeller to administer certain funds placed at its disposal, has been concentrating its efforts for the past few years on our Southern States. Aside from some very general and hazy ideas about the backwardness of the South, very few people realize that as late as 1940 for every \$5.46

of per capita income in the nation at large the South received only \$3.17. Not being able to lift itself by its own bootstraps, the South must either rely on outside assistance or continue to be an increasing social liability to the nation at large. President Franklin D. Roosevelt understood this and sought to forestall the increasing decline in so far as possible. Unfortunately, the rest of the nation was and is not always as broad-minded regarding conditions in this area.

Social service workers and agencies as well as educators will be interested in the tremendous extent of the Rockefeller benefactions for both white and colored institutions as administered during 1945 by the General Education Board.

BOOKS RECEIVED

Educational

Annual Proceedings Kentucky Association of Colleges and Secondary Schools. Lexington, Ky.: Bureau of School Service, University of Kentucky. Pp. 150. Price, \$0.50.

Carnegie Foundation for the Advancement of Teaching: *Forty-first Annual Report.* New York: The Carnegie Foundation, 522 Fifth Ave. Pp. 160.

Laing, Francis S., O.F.M.Cap.: *Memories and Men—A Tribute to Rev. Felix M. Kirsch, O.F.M.Cap.* Pittsburgh: The Catholic Home Journal. Pp. 101. Price, \$0.50.

Oregon State System of Higher Education: *Biennial Report 1945-46.* Eugene, Ore.: Oregon State System of Higher Education. Pp. 80.

Preston, Helen Seaton, Ed.: *Use of Audio-Visual Materials Toward International Understanding.* Washington, D. C.: American Council on Education. Pp. 168. Price, \$1.25.

Schools in Henderson City and County. Lexington, Ky.: University of Kentucky, Bureau of School Service. Pp. 42. Price, \$0.50.

Smith, Henry Lester, and others: *One Hundred Fifty Years of Grammar Textbooks.* Bloomington, Ind.: School of Education, Indiana University. Pp. 199. Price, \$0.50.

General

Forrest, Rev. M. D., M.S.C.: *Heart Afire.* Devotion to the Sacred Heart. New York: The Sentinel Press, 194 East 76th St. Pp. 63. Price, \$1.50.

Holy Ghost Fathers, Norwalk, Conn.: *Sacrificare.* The Ceremonies of Low Mass. New York: Catholic Book Publishing Co. Pp. 126.

Luella, Sister Mary, O.P., and Claver, Sister Mary Peter, O.P.: *The Catholic Book List 1946.* River Forest, Ill.: Rosary College. Pp. 92. Price, \$0.50.

National Foundation for Infantile Paralysis, Inc.: *Annual Report—1946.* New York: The National Foundation for Infantile Paralysis, Inc., 120 Broadway. Pp. 78.

Saints and Devotions. A prayer book in calendar form for 1947. Stowe, Vt.: La Verna Publishing Company. Price, \$1.00.

Scoville, John W.: *Labor Monopolies—or Freedom.* New York:

Committee for Constitutional Government, Inc., 205 East 42nd St. Pp. 168. Price, \$1.00.

Pamphlets

Allen, Duff S., M.D., as told to Leo P. Wabido, S.J.: *The Doctor Looks at the Large Family*. St. Louis: Institute of School Order, 3115 South Grand Blvd. Pp. 40. Price, \$0.25.

Annunziata, Sister, O.S.F.: *First Communion Catechism*. New York: Benziger Brothers, Inc. Pp. 48. Price, \$0.20.

Sisters of Mercy of the Union, Scranton Province: *Arise, My Love, and Come!* Dallas, Pa.: Mother of Mercy Novitiate. Pp. 50.

Cullen, Rev. Fr. Joe, S.M.: *The Little Man*. Wellington, N. Z.: The C. W. M., Box 988. Pp. 24. Price, 3d.

Fathers Rumble and Carty Publications: *First Friday and June Devotions to the Sacred Heart. The Three Hours and All Fridays of the Year for Congregational Use. Forty Hours for Priests and People. Why a Mission Sister?* St. Paul, Minn.: Fathers Rumble and Carty, Radio Replies Press. Pp. 48, 50, 104, 34. Price, \$0.15, \$0.35, \$0.35, \$0.15.

Gascoigne, Rev. N. H., Ph.D.: *The Path to Serfdom*. Wellington N. Z.: The C. W. M., Box 988. Price 3d.

Gruenberg, Benjamin C.: *How Can We Teach about Sex?* New York: Public Affairs Committee, Inc. Pp. 32. Price, \$0.10.

Keller, James G.: *An Easy Way to Help the World*. New York: The Maryknoll Fathers. 121 East 39th St. Pp. 64. Price, \$0.10.

Questionnaire for the Juniors. Reprinted from *The Sower*. London, S.W.I.: Burns Oates, 28 Ashley Place. Pp. 12. Price, 3d.

Spingarn, Jerome H.: *Radio Is Yours*. New York: Public Affairs Committee, Inc. Pp. 32. Price, \$0.10.

Warren, Louis A.: *Abraham Lincoln's Gettysburg Address, an Evaluation*. Columbus 15, Ohio: Charles E. Merrill Co. Pp. 32.

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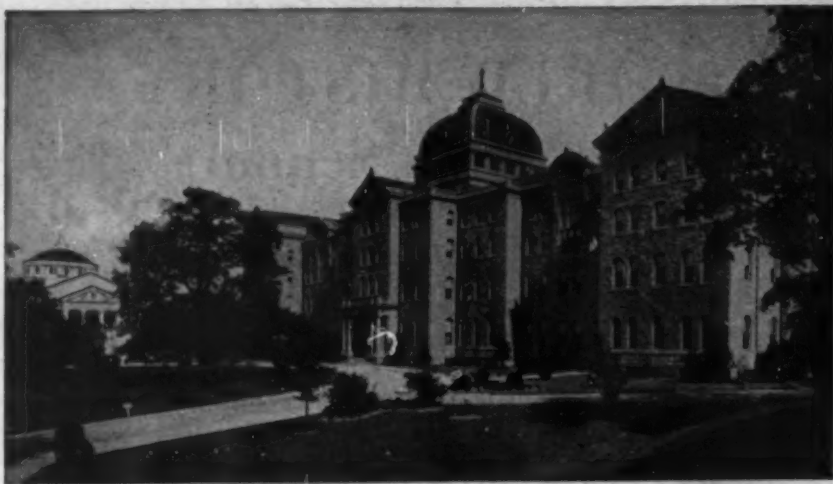
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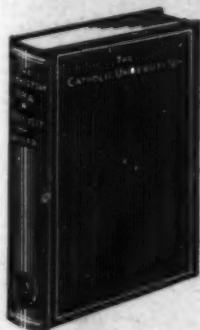
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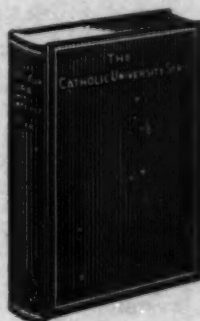
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